1:Gallin E-4,5 (1957-1958) 1966
AD5 Taiwan Hoklden AD5
Formosa AD1



## THE HISTORY OF THE VILLAGE AND AREA

The village seems to have been founded about 1785. This estimate is based on the five generations of ancestors listed on the ancestral tablets of the family considered by other villagers to be the oldest in Hsin Hsing. The first generation recorded on the master tablet, in each case, is said to be the founder of that particular descent line in the village.

The ancestors of the village, like much of the Taiwanese population, originally came from the Amoy area of Fukien. While the exact origin for the ancestors of most Taiwanese is either the Ch'uan Chou area north of Amoy or the Chang Chou area south of Amoy, almost all the ancestors of the people in the Hsin Hsing village area came from Ch'uan Chou.[3] Some informants believe that their ancestors came from the mainland directly to this village. Others think they might have first lived nearby and then moved into the village. There is almost complete agreement, however, that all the ancestors entered Taiwan through the port city of Lukang, only about three miles from Hsin Hsing, which has long played an important role in the life of the area.

Early in the Chinese history of Taiwan—beginning in the middle 1660's—Lukang was an important port city, second only to Tainan to the south. In fact, up to the time of the Japanese occupation of the island, Lukang was a major Taiwanese culture center. It reached its peak of activity from about 1786 to 1851, when it was the chief port of entry for many of the immigrants from the mainland and was of major importance to Taiwan's trade.

In this early period Lukang was a highly urban settlement. The city's prosperity was at its height during the Ch'ing dynasty in the late eighteenth century, when its population reached one hundred thousand. At that time a hundred ships (each ship under forty-seven tons) went in and out of the port every day, and the city's many narrow, cobblestoned streets were flanked by rows of shops selling such commodities as salted and dried fish, cloth, and other products.

In addition to its prominence as a port, Lukang also served as an important labor center and general marketplace for the surrounding area. Men from nearby villages who found that the low yield of the dry, non-irrigated land could not furnish an adequate income found ample opportunity for work in Lukang in the shops or as coolie laborers in the city's port facilities. The livelihood of many of the villagers of the area therefore depended in large part upon their labor in Lukang, and thus the city, only about three miles from Hsin Hsing, very early served as a source of urban influence.

562 popularity, beauty, intelligence, wealth, etc. This proposition
871 was also strong in the past but we cannot be sure if
[391] education at that time was one of the qualities designated for minimal disparity.

562 We do have evidence from history and literature that
871 among the wealthier classes in society, there were many edu-
• 174 cated females. Indeed, Herbert points out that "in the
212 Great Chinese Encyclopedia, out of 1628 volumes, 376 are de-
[565] voted to famous women." Seven deal with "the literary productions of women" (1965:227). This kind of evidence is only partially supportive because the relationship between the patterns of the Great Tradition of the wealthier classes and the Little Tradition of the village is only problematical.

It is granted that there is still a disparity between rates of literacy among men and women although the percentage of literacy historically was low for both. In a survey conducted in North China in 1930 among 400 farm families, Gamble found that the literacy rate of 25% among men age 41 to 50 was more than 30 times as high as the rate among women in the same age bracket. These figures, suggesting an educational system operating between 1890 and 1900,[4] clearly indicate discrimination but do not suggest total
562 denial of educational opportunities for females. The dif-
871 ferences in rates may well merely reflect the uses to which
182 education could be put. Education was expensive in terms